

## (District Name) TEPG Reflection and Self-Evaluation:

Teacher Name: \_\_\_\_\_ Date of submission: \_\_\_\_\_

**Instructions:** At the beginning and end of the year, if not completed in the spring of the previous year, use the MSFE TEPG Rubric and complete a written reflection of your professional performance.

**Part 1: Self-Assessment against the Rubric:** For each standard indicator, assign yourself a rating of 1-4 (using the performance indicators on the full Rubric). Be honest with yourself. In the middle column, jot down any evidence or highlights that you believe relevant.

**Part 2: Written Reflection:** Using Part 1 (Self-assessment) and student learning data as a guide, this reflection should focus on strengths and opportunities for growth according to the Core Proposition standard indicators as well as information about student learning. You'll use this reflection to guide the development of your professional goal. Progress toward your professional goal is one of the multiple measures of the TEPG model.

**In the Spring:** You will repeat this self-evaluation. Just before your summary evaluation meeting at the end of the year, you will review your written reflection, reflect on feedback you've received throughout the year, look at student learning outcomes, and identify progress you've made towards your professional goal. This will be submitted to your evaluator prior to a summary evaluation conference, to be considered as he/she prepares for your final conference and performance rating.

# TEPG Reflection and Self-Evaluation:

## Part 1. Self-Evaluation (Beginning of year, if not completed the previous spring)

Measure	Evidence/Highlights	Rating
<b>MSFE TEPG Rubric Standard Indicator</b> (Classroom observations, feedback, and teacher-collected evidence)		
<b>1.1. Understanding of students</b>		
<b>1.2. Application of learning theory</b>		
<b>1.3. Classroom climate</b>		
<b>2.1. Subject knowledge</b>		
<b>2.2. Pedagogical content knowledge</b>		

Measure	Evidence/Highlights	Rating
<b>MSFE TEPG Rubric Standard Indicator</b> (Classroom observations, feedback, and teacher-collected evidence)		
<b>2.3. Goal-focused planning</b>		
<b>3.1. Managing Classroom Routines and Expectations</b>		
<b>3.2. Student engagement</b>		
<b>3.3. Assessment of student progress</b>		
<b>4.1. Reflective Practice</b>		
<b>4.2. Continuous professional growth</b>		
<b>5.1. Professional collaboration</b>		
<b>5.2. Engagement with caregivers and community</b>		

## **Form 1: TEPG Reflection and Self-Evaluation:**

### **Part 2. Strengths and Opportunities for Growth (Beginning of the year)**

**Written Reflection (*Strengths, areas for growth, focus area(s) for this year – strategies for growth/improvement*):**